DOCUMENT RESUME

ED 262 929 RC 015 463

AUTHOR Saide, Tom
TITLE Report on Home Visits Provided by PCAP Primary Itinerant Teachers. Priority Country Area Program, Queensland Project Report 1.
INSTITUTION Priority Country Area Program Office, Brisbane (Australia).
SPONS AGENCY Queensland Dept. of Education, Brisbane (Australia).
REPORT NO ISBN-0-7242-1338-4
PUB DATE Sep 83
NOTE 24p.; For report number 2, see RC 014 464.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Correspondence Study; *Distance Education; Elementary Education; Foreign Countries; *Home Instruction; Home Programs; *Home Visits; Individual Instruction; *Itinerant Teachers; *Mobile Educational Services; Program Effectiveness; Rural Education; Teacher Attitudes; Teaching Methods; Tutorial Programs; *Tutors
IDENTIFIERS *Australia (Queensland); Isolation (Geographic); Priority Country Area Program (Australia)

ABSTRACT

The Queensland Primary Itinerant Teacher Service assists home tutors with the education of primary school children on correspondence education, supplementing the efforts of the Primary Correspondence School (PCS) and the Schools of the Air (SOTA). Primary means of service delivery is the home visit. The role of the itinerant teacher encompasses visiting, teaching, and testing pupils on primary correspondence courses and diagnosing any problems; providing group experiences for pupils through mini-schools and activity days; assisting, advising, and encouraging home tutors, and providing written reports on pupils for PCS and SOTA. Perceptions of 103 home tutors and 8 itinerant teachers regarding home visits were revealed in a 1982 questionnaire study. While home tutors had a variety of teaching problems (ranging from specific math and reading problems to general behavioral problems including motivation and concentration), all reported that itinerant teachers were able to help them with problems or refer them to sources of help. Itinerant teachers were also able to help tutors with time management problems. Tutors regarded assessing pupils' standards and advising tutors on students' level of performance as itinerant teachers' most important services. General consensus indicated there should be three home visits per year, lasting a full day per child. The Home Tutor Questionnaire is appended. (NEC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED262929

PCAP PROJECT REPORT 1

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Priority Country Area Program

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

RC 015463

PRIORITY COUNTRY AREA PROGRAM QUEENSLAND

2

PRIORITY COUNTRY AREA PROGRAM, QUEENSLAND

PROJECT REPORT 1

REPORT ON HOME VISITS PROVIDED BY PCAP PRIMARY ITINERANT TEACHERS

Priority Country Area Program
GPO Box 1605
Brisbane Q.4001

September 1983

PRIORITY COUNTRY AREA PROGRAM, QUEENSLAND

PUBLICATIONS IN THIS SERIES:

NO. 1 Report on Home Visits Provided by PCAP Primary Itinerant Teachers

Saide, Tom.
Report on home visits provided by PCAP primary itinerant teachers.

ISBN 0 7242 1338 4
1. Education, Rural - Queensland. 2. Visiting teachers. I. Queensland Dept. of Education. Priority Country Area Program. II. Title (Series: PCAP project report; 1).
371.96'7'09943

CONTENTS

	Page
INTRODUCTION	1
PART I: SOUTH WEST PCAP RESULTS	
SECTION A	
Teaching Problems	2
Management Problems	2
SECTION B	
Reactions to the Service	2
SECTION C	
General Information	6
Comments	7
PART II: NORTH WEST PCAP RESULTS	
SECTION A	
Teaching Problems	9
Management Problems	9
SECTION B	
Reactions to the Service	9
SECTION C	
General Information	12
Comments	13
APPENDIX A: Home Tutor Questionnaire	15
TABLES:	
I Teachers and Home Tutors Opinions on Services - South West	3
II Home Tutors Opinions on Services - North West	10

INTRODUCTION:

The purpose of the Primary Itinerant Teaching Service is to assist home tutors with the education of primary school children on correspondence education. It is intended to supplement the efforts of the Primary Correspondence School and the Schools of the Air. The primary means of service delivery is the home visit. By means of this personal contact the itinerant teacher is able to assist both the pupil and home tutor. The role developed by the itinerant teachers encompasses:-

(a) visiting, teaching and testing pupils on primary correspondence courses and diagnosing any problems;

(b) providing group experiences for pupils through mini-schools and activity days;

(c) assisting, advising and encouraging home tutors; and

(d) providing written reports on pupils for the Primary Correspondence School and Schools of the Air.

The primary purpose of this report is to examine the perceptions of home tutors regarding home visits provided by PCAP primary itinerant teachers. It is also hoped that the report will be of value to others involved in correspondence education.

The Survey

Early in 1982 a questionnaire (see Appendix A), was mailed to all correspondence families and itinerant teachers in the North West and South West PCAP regions. A total of 54 (63%) home tutors and 6 (100%) teachers from the South West responded and 49 (61%) home tutors and two (33%) teachers from the North West responded.

The questionnaire consisted of three sections (A,B and C). Section A was concerned with the frequency and types of teaching and management problems faced by home tutors.

Section B of the questionnaire sought teachers, and home tutors, opinions about various types of service which itinerant teachers may provide during home visits. The list included 17 types of service.

Section C sought general information about home visits such as desired frequency of visits, desired length of visits and value of telephone contact.

This report is divided into two parts, the first part presents the results for the North West and the second presents results for the South West.

The previous numbered page in the original document was blank

PART I: SOUTH WEST PCAP RESULTS

SECTION A:

TEACHING PROBLEMS:

While the majority of home tutors said that they had no specific problems 24% (13) said that they had special teaching problems. A variety of difficulties were mentioned but there were no underlying trends. Problems varied from specific mathematics and reading problems to general behavioural problems such as short concentration spans and lack of motivation.

In all cases the home tutors reported that the itinerant teacher was able to help with the problem. The most common form of help provided was that of showing different teaching methods to home tutors to enable them to teach various concepts. Itinerant teachers also helped with the use of teaching aids and in some cases showed home tutors how to make and use home-made teaching aids. Another important way in which teachers were able to help was by motivating pupils. Often the interest shown by the itinerant teacher and the stimulation provided during the visit was sufficient to increase the pupils interest.

MANAGEMENT PROBLEMS:

Of the home tutors 15% (8) said that they had management problems. Most of the management problems mentioned involved difficulties of time. This was especially true where the home tutor was teaching two or more pupils as well as carrying out household duties. Home tutors felt that the itinerant teachers were able to assist in so far as they helped pupils with lessons and provided a link with the PCS teacher especially when the student was behind in PCS lessons. Another difficulty faced by home tutors was developing a work program, especially when a number of pupils at different year levels were involved. The itinerant teachers were able to help in these cases by working with the home tutor to develop a suitable work program.

SECTION B:

REACTIONS TO THE SERVICE:

In this section the opinions of home tutors and teachers were sought regarding each of the 17 commonly provided services. With regard to these services there was general agreement between teachers and home tutors on all issues. Table I summarises the responses of home tutors and teachers for each of the 17 services. In all cases the majority agreed that the services were needed and overall both groups were satisfied with the level of help provided. With only a few exceptions there was also agreement regarding the emphasis to be put on individual services during home visits. The following list summarises the rating of services by home tutors and teachers.

TABLE I

Home Tutors and Teachers Opinions of Service - South-West

SERVICE	% Agreeing that Service is needed		Emphasis Service Should Receive During Home Visit		Satisfaction with service	% Wanting Service on Request only		% Received Service
	Teachers	Home Tutors	Teachers	Home Tutors	Home Tutors	Teachers	Home Tutors	Home Tutors
Assisting home tutors with teaching problems	100	84	HIGH	HIGH	SATISFIED	0	13	98
Giving demonstration lessons for home tutors	100	69	MODERATE	HIGH	SATISFIED	33	42	96
Showing home tutor where skills being learnt fit into P.C.S. course	100	74	HIGH	HIGH	SATISFIED	0	16	98
Advising home tutor on planning the timetable	67	58	VERY HIGH	MODER-ATE	SATISFIED	33	54	90
Acting as a link between H.T. and P.C.S. teacher	100	91	VERY HIGH	VERY HIGH	SATISFIED	0	11	98
Acting as a link between H.T. and S.O.T.A. teacher	100	70	HIGH	HIGH	SATISFIED	0	17	95
Providing information about resources available through P.C.S.	100	76	HIGH	HIGH	SATISFIED	0	17	88
Providing information about other teaching materials and resources	100	83	HIGH	HIGH	SATISFIED	0	17	90
Providing information about resources available through other organisations (e.g. Scoutreach, Lone Guide)	67	68	MODERATE	MODER-ATE	SATISFIED	0	29	72
Observing H.T. teach and commenting on lesson	100	59	MODERATE	HIGH	SATISFIED	33	37	67
General discussion with H.T. family	100	96	VERY HIGH	VERY HIGH	SATISFIED	0	7	99
Assisting pupils with learning problems	100	87	VERY HIGH	VERY HIGH	SATISFIED	0	2	100
Teaching current units in P.C.S. courses	100	94	HIGH	HIGH	SATISFIED	0	3	100
Assessing pupils standards and advising H.T. on their level of performance	100	98	VERY HIGH	VERY HIGH	SATISFIED	0	2	95
Assessing pupils standards and reporting on pupils to P.C.S.	100	96	VERY HIGH	VERY HIGH	SATISFIED	0	2	88
Assessing pupils standards, diagnosing weaknesses and providing programs for correction and practice	100	85	VERY HIGH	VERY HIGH	SATISFIED	0	3	85
Helping parents relate child's everyday experience to the P.C.S. course	100	78	HIGH	HIGH	SATISFIED	0	7	95

BEST COPY AVAILABLE

HOME TUTORS

Very high emphasis

- Assisting H.T. with teaching problems
- General discussions with H.T. and family
- Assisting pupils with learning problems
- Assessing pupils' standards and advising H.T. on their level of performance
- Assessing pupils' standards and reporting to P.C.S.
- Assessing pupils' standards and diagnosing weaknesses and providing programs for correction and practice

High Emphasis

- Giving demonstration lessons for H.T.
- Showing H.T. where skills being learnt fit into P.C.S. course
- Acting as link between H.T. and P.C.S. teacher
- Acting as link between H.T. and S.O.T.A. teacher
- Providing information about resources available through P.C.S.
- Providing information about other teaching materials/resources available
- Observing H.T. teacher and commenting on lesson
- Teaching current units in P.C.S. courses
- Assessing pupil's standards and helping parents relate the child's everyday experiences to the P.C.S. course

TEACHERS

Very high emphasis

- Assisting H.T. with teaching problems
- Advising H.T. on planning time-table
- Acting as link between H.T. and P.C.S. teacher
- General discussions with H.T. and family
- Assisting pupils with learning problems
- Assessing pupils' standards and advising H.T. on their level of performance
- Assessing pupils' standards and reporting on pupils to P.C.S.
- Assessing pupils; standards and diagnosing weaknesses and providing programs for correction and practice

High Emphasis

- Showing H.T. where skills being learnt fit into P.C.S. course
- Acting as link between H.T. and S.O.T.A. teacher
- Providing information about resources available through P.C.S.
- Providing information about other teaching materials/resources available
- Teaching current units in P.C.S. courses
- Assessing pupils' standards and helping parents relate the child's everyday experiences to the P.C.S. course

Moderate emphasis	Moderate emphasis
°Advising H.T. on planning time-table °Providing information about resources available through other organisations (e.g. Scoutreach, Lone Guide, etc.)	°Giving demonstration lessons for H.T. °Providing information about resources available through other organisations, (e.g. Scoutreach, Lone Guide, etc.). °Observing H.T. teach and commenting on lesson
Low emphasis	Low emphasis
°None	°None

In order to test whether there was any significant difference between Home Tutors and Teachers the "t" test was used to examine differences between the means. It was subsequently found that there was no significant difference at the .05 level of confidence. The 't' test was also used to examine differences among Home Tutors and Teachers at the three South-West centres of Cunnamulla, St. George and Charleville. Once again no significant differences were found at the .05 level.

Although no statistically significant differences were found between Home Tutors and Teachers, there were a few noteworthy variations of practical significance.

Advising Home Tutors on planning the timetable was rated higher by Teachers than Home Tutors. Furthermore it was the only service that the majority of Home Tutors agreed should be available on request only. In the case of all other services the majority of Home Tutors believed they should form an integral part of the Home Visit. It is therefore apparent that most Home Tutors are happy with their own timetable arrangements and do not require assistance unless specific problems develop. Where Home Tutors did report problems in this area the situation typically involved a number of pupils at different year levels.

Home Tutors rated both "Giving demonstration lessons for Home Tutors" and "Observing Home Tutors teach and advising on lesson", higher than did teachers. Although H.T.'s clearly thought that these two services are important, a significant minority (42% (23) and 39% (21) respectively) felt that these services should be available only on request. One third of the teachers also felt that these services should be available only on request. Considering the lack of clear agreement on this point it would be advantageous for teachers to discuss the priority of these two services with individual Home Tutors.

SECTION C:

GENERAL INFORMATION

Background Information:

Of the 54 home tutors who responded to the questionnaire 46 were parents or guardians and 8 were governesses; 10 had been home tutors for less than one year, 20 for between one and three years and 24 had been home tutors for more than 3 years.

Information on Visits:

Home tutors were asked how often they needed a visit, how long the visit should be and how concerned they would be if home visits were discontinued. The following responses were recorded.

Frequency of Visit		Length of Visit	
Once a Month	24%	Half a Day	2%
Every two Months	30%	A whole day (per child)	46%
Three times a year	33%	Two days	11%
Twice a year	4%	According to Need	39%
Once a year	0%		
When requested			

Concern if Home Visits Discontinued

Greatly Concerned	80%
Moderately Concerned	15%
Very little Concerned	2%
Not Concerned	2%

Telephone Contact

Home tutors were also asked how highly they would value a telephone contact between visits. The following were their responses:-

Very High	20%
High	25%
Moderate	25%
Low	18%
No telephone	12%

With regard to telephone contact only 12% of the South West H.T.'s reported having no telephone compared to 40% in the North West. It is difficult to speculate on the

reason for this. Also noticeable is the fact that of the 88% who did have a telephone only about 51% (compared to 90% in the North West), rated the importance of that contact as being high or very high.

Satisfaction with Meals and Accommodation

On occasions it is necessary for P.C.S. families to provide meals and/or accommodation for the itinerant teacher. 92% of the Home Tutors were very satisfied with this arrangement and 8% were reasonably satisfied. No one found this arrangement to be unsatisfactory.

COMMENTS:

At the end of the questionnaire Home Tutors were given the opportunity to make any comments they wished. Although many of the comments concentrated on the inadequacies and shortcomings of the service it is important to note here that overall Home Tutors valued the service and held the itinerant teachers in high regard. Even unfavourable comments were most often prefaced with remarks favouring the continuation of the service albeit in a revised form.

The most frequent comment made by Home Tutors referred to the importance they placed on participation in home visits and receiving adequate feedback on their pupils'progress. These points are evidenced by the following comments:-

"...the (home tutor) should be included more in the lessons given by the itinerant teacher so (she) can observe more closely their approach and then they can advise us on any difficulties we may be having as well as problems the child is having".

"It would be nice for us to get feedback from teachers of all kinds as we need re-assuring at times. I feel we have three lots of teachers for our children but the most important one is the home tutor so she should be informed honestly on the children's work".

"I feel that it is an important issue to obtain an accurate assessment of the child's progress and I would appreciate a more detailed report".

Another area of concern for Home Tutors was the lack of co-ordination between itinerant teachers, P.C.S. and S.O.T.A. Each of these services meet needs in a different way and it is important for Home Tutors that their approaches do not conflict. The following comment is representative of Home Tutors' feelings:-

"A closer relationship between the Itinerant Teaching Service, Schools of the Air and Correspondence Schools is needed so that each regards the other as an extension of their own work and not as a competing agent. I think that this may be improved by implementing a policy of Distance Education as a specific type of teaching...This policy must involve the decentralisation of Correspondence Schools and include Itinerant Teachers and School of the Air Teachers in all aspects of Correspondence Schools' work."

Other areas of concern for Home Tutors included the lack of Physical Education and Cultural activities and concern about the frequency of home visits.

The following comments are typical of Home Tutors' concerns:-

"I would like to see some suggestions for physical activities that the children could carry on with between visits".

"The Itinerant Teaching Service is of fundamental importance to children who are learning in isolation. There is an urgent need to expand the service with more personnel, particularly remedial teachers".

"Home visits should be gauged according to the need of the child and Home Tutor. Some are far needier than others and should be visited more regularly... "

Overall it is clear that the service is both needed and supported by Home Tutors. However, there are clearly some issues which the itinerant teachers need to discuss with Home Tutors if their needs are to be met.

PART II: NORTH WEST PCAP RESULTS

SECTION A:

TEACHING PROBLEMS:

Of the 49 Home Tutors who responded to the questionnaire 53% (26) said that they had teaching problems. Problems were varied and included specific Maths and reading problems, spelling, handwriting problems with basic motor skills, motivation, concentration and slow learners. In all but three cases Home Tutors felt that the itinerant was able to help. In the three cases where the itinerant teachers were unable to help, they were able to refer the pupil to another source of help (e.g. Isolated Children's Special Education Unit), or (District Guidance Officer). The actual problem solving approach of the itinerant teacher depended on the specific problem, however, in general, the approach was to help the pupil through the Home Tutor. For example, with reading and mathematics problems often the solution lay in an alternative program or an alternative explanation for a specific problem.

MANAGEMENT PROBLEMS:

Only 17% (8) of Home Tutors had management problems. Management problems fell into two main categories: Problems with behaviour and problems with organisation. Two Home Tutors said that the Itinerant teacher was unable to help them. Both these cases however involved personal family problems which affected the child's work. In all other cases the itinerant teacher was able to assist either by helping the Home Tutor understand the child's behaviour and deal with it, or in the case of organisational problems, help the Home Tutor to arrange work programs to suit both the Home Tutor and pupil. In the main management problems occurred in families where the Home Tutor had two or more pupils and was required to carry out home duties as well.

SECTION B:

REACTIONS TO THE SERVICE:

In this section the opinions of Home Tutors were sought regarding each of the 17 commonly provided services. Table II summarises their opinions regarding each of the services. Due to the small number of teachers responding, only results for Home Tutors will be considered from the North-West.

There was a very high level of agreement between the Longreach and Mt. Isa Home Tutors regarding the emphasis services should receive and satisfaction with these services. Although the homogeneity of the groups appeared obvious it was further evidenced by the use of the 't' test which showed no significant difference between the two at the .05 level of confidence. Hence, as can be seen from Table II there was overall agreement with the following emphasis for services:-

TABLE II

Home Tutors Opinions of Service - North-West

Service	% Agreeing That Service is Needed	Emphasis Service Should Receive during Home Visits	Satisfaction With Service	% Wanting Service on Request Only	% Received Service
Assisting home tutors with teaching problems	97	Very High	Satisfied	3	98
Giving demonstration lessons for home tutors	72	High	Satisfied	35	84
Showing home tutors where skills being learnt fit into PCS course	86	High	Satisfied	14	86
Advising home tutor on planning the timetable	52	Moderate	Satisfied	20	79
Acting as a link between H.T. and PCS teacher	90	High	Satisfied	5	98
Acting as a link between H.T. and SOTA teacher	81	High	Satisfied	10	91
Providing information about resources available through PCS	92	High	Satisfied	15	90
Providing information about other teaching materials and resources	91	High	Satisfied	19	87
Providing information about resources available through other organisations (eg Scoutreach, Lone Guide)	66	Moderate	Satisfied	27	75
Observing H.T. teach and comment on lesson	64	High	Satisfied	43	78
General discussion with H.T. and family	100	Moderate	Satisfied	2	97
Assisting pupils with learning problems	93	High	Satisfied	3	100
Teaching current units in PCS courses	84	Moderate	Satisfied	8	98
Assessing pupils standards & advising H.T. on their level of performance	100	Very High	Satisfied	6	97
Assessing pupils standards and reporting on pupils to PCS	93	Very High	Satisfied	5	97
Helping parents relate child's everyday experiences to the PCS course	93	High	Satisfied	21	97

BEST COPY AVAILABLE

Very High Emphasis

- Assisting H.T. with teaching problems
- Advising H.T. on their level of performance
- Reporting on pupils to Primary Correspondence School (P.C.S.)
- Diagnosing weaknesses and providing programs for correction and practice

High Emphasis

- Giving demonstration lessons for H.T.
- Showing H.T. where skills being learnt fit into P.C.S. course
- Acting as link between H.T. and P.C.S. teacher
- Acting as link between H.T. and School of the Air teacher
- Information re resources available through P.C.S.
- Information re other teaching materials/resources available
- Observing H.T. teach and commenting on lesson
- Assisting pupils with learning problems
- Helping parents relate the child's everyday experiences to the P.C.S. course

Moderate Emphasis

- Advising H.T. on planning the timetable
- Information re resources available through other organisations (e.g. Scoutreach, Lone Guide, etc.)
- General discussions with H.T. and family
- Teaching current units in P.C.S. courses

The majority of Home Tutors also agreed that all the services were needed. However, only a small majority 52% (25) felt that 'Advising Home Tutors on planning timetables' was needed. Home Tutors also gave only a moderate emphasis to this service indicating that they regarded it as a relatively unimportant service.

The service regarded as most important by Home Tutors was 'assessing pupils' standards and advising the Home Tutor on their level of performance'. This service was given a very high emphasis by Home Tutors who all thought that the service was needed and that it should form an integral part of the home visit.

Although Home Tutors gave a high emphasis to 'Giving demonstration lessons for Home Tutors' and 'Observing Home Tutor teach and commenting on lessons' a relatively large minority (35% and 43% respectively) felt that these services should be available on request only. This would indicate that a significant number of Home Tutors would prefer not to have these services included in the normal home visit. Given the lack of clear agreement, however, it would be preferable for the itinerant teachers to discuss these services with the individual Home Tutor.

SECTION C:

GENERAL INFORMATION

Background Information:

Of the 49 home tutors who responded to the questionnaire 75% (37) were parents or guardians and 25% (12) were governesses. Of the home tutors 26% (13) had been teaching for less than twelve months, 35% (17) for between one and three years, and 39% (19) for more than three years. There was no significant difference between the responses of parents/guardians and governesses in any of the three sections. This was established by the use of the "t" test.

Information on Visits:

Home tutors were asked how often they needed a visit; how long the visit should last; and how concerned they would be if home visits were discontinued. There responses can be summarised as follows:

Frequency of Visit	
Once a month	12%
Every two months	16%
Three times a year	51%
Once a year	0%
When requested	5%

Length of Visit	
Half a day	4%
A whole day (per child)	59%
Two days	7%
According to need	30%

Concern if Home Visits Discontinued	
Greatly Concerned	91%
Moderately Concerned	6%
Very Little Concerned	3%
Not Concerned	0%

Home tutors were also asked how highly they would value telephone contact between home visits. Their replies were as follows:

Very High	25%
High	13%
Moderate	15%
Low	7%
No Telephone	40%

With regard to the value of telephone contact it is important to note that of those who have telephones, approximately 90% requested some telephone contact and of this 90%, 63% rated the importance of this contact as high or very high.

Finally on occasions it is necessary for home tutors to provide meals and accommodation for itinerant teachers. 91% of home tutors said they were very satisfied with the arrangements and seven percent were reasonably satisfied. None were dissatisfied with the arrangements.

COMMENTS:

At the end of the questionnaire home tutors were given the opportunity to make any comments they wished. Although many of the comments concentrated on the inadequacies and shortcomings of the service, it is important to note here that overall home tutors valued the service and held the itinerant teachers in high regard. Even unfavourable comments were most often prefaced by remarks favouring the continuation of the service albeit in a revised form.

The most frequent comment was a request by home tutors to be included in lessons conducted by the itinerant teacher. For example "Itinerants should cover lessons with both home tutor and child since the home tutor is not formally trained and could learn from the itinerant".

Equally important, in the eyes of home tutors, was liaison with the P.C.S.
"Itinerants should be well briefed by P.C.S. teachers before visits so that they are prepared to help in problem areas."
"...I feel that a teacher should be able to assess the home situation and report back to that child's teacher at P.C.S. on that child's situation... a teacher in Brisbane cannot know solely from returned tapes and workbooks the conditions a child must work under."

A few home tutors also expressed a need to cater for areas not covered by P.C.S. papers, e.g. P.E., Art, Drama and Music.
"Children need to develop creatively as well as academically" and
"Not many of us can remember the procedure for teaching gymnastics 'safely'... children need this so that they aren't disadvantaged when they go to boarding school... (and) not all mothers are physically able to teach the skills so a person who is trained could do much for a child by showing correct tumbling methods etc."

Other comments referred mainly to the length and frequency of visits. Although the general consensus was that there should be three visits per year lasting a full day per child, there were some home tutors who wanted more or less than this. Home tutors who were also teachers, although they valued the service, felt that they needed only one or two visits a year while others who were having considerable difficulty requested visits as frequently as once a month. Clearly there needs to be some flexibility for itinerant teachers to cope with extreme cases and teachers need to take the background of home tutors into consideration when planning itineraries.

APPENDIX A:

EVALUATION OF HOME VISITS PROVIDED BY THE ITINERANT TEACHER SERVICE

This questionnaire has been designed to obtain information about the Home Visits provided by Priority Country Area Program (PCAP) teachers in North-West and South-West Queensland. Through supplying this information you will help us to gain a clearer picture of the value of Home Visits and give us ideas for improving their effectiveness in the future.

It is hoped that the Home Supervisor of each correspondence family in the North-West and South-West Priority Country Areas will be prepared to co-operate by completing one of these forms and returning it to:

The Evaluation Co-ordinator,
Priority Country Area Program,
G.P.O. Box 1605,
Brisbane Q. 4001

N.B. You will probably find it helpful to read the whole form through before you start answering questions.

Section A.

Please answer the following questions about the last visit which you received from a PCAP Itinerant Teacher.

1. Did you have any special teaching problems with which you needed help? If so please explain.

_____

2. Was the Itinerant Teacher able to solve your problem? If so, how?

_____

3. Did you have any special management problems? If so, please explain.

_____

4. Was the Itinerant Teacher able to help? If so, how?

_____

The previous numbered page in the original document was blank

5. The Itinerant Teachers who visit me are based in

Charleville

Cunnamulla

Longreach

Mt. Isa

St. George

Section B:

This section seeks our opinions about some of the types of help which itinerant teachers may try to provide during Home Visits. A list of the types of help commonly provided during such visits appears on the opposite page. If there are other types of help which should be included in the list, please add these in the spaces provided.

N.B. The list is not meant to imply that any or all of these activities ought to take place during a visit. It is merely a list of different types of help which have sometimes been offered.

You are asked to answer the questions below about each type of help. The answers to Question 1 should be shown in Column 1 and the answers to Question 2 in Column 2. Your answer should be recorded by circling the alternative of your choice. Thus, if you consider the "Assisting the Home Supervisor with teaching problems" should receive very high emphasis during Home Visits you would draw a circle around the A in column 1, opposite this item, (e.g. A)

1. How much emphasis should this activity receive during Home Visits?

   A = Very high emphasis

   B = High emphasis

   C = Moderate emphasis

   D = Low emphasis

   E = Should be provided only if requested

2. How useful has been the level of help provided in this area during Home Visits?

   A = Very useful

   B = Reasonably useful

   C = Moderately useful

   D = Not useful

   E = Not provided

   F = Not needed

N.B. H.S. = Home Supervisor, P.C.S. = Primary Correspondence School, S.O.T.A. = School of the Air.

Type of Help/Activity	Column 1	Column 2
Assisting H.S. with teaching problems	A B C D E	A B C D E F
Giving demonstration lessons for H.S.	A B C D E	A B C D E F
Showing H.S. where skills being learnt fit into P.C.S. course	A B C D E	A B C D E F
Advising H.S. on planning the timetable	A B C D E	A B C D E F
Acting as link between H.S. and P.C.S. teacher	A B C D E	A B C D E F
Acting as link between H.S. and S.O.T.A. teacher	A B C D E	A B C D E F
Providing information about		
- resources available through P.C.S.	A B C D E	A B C D E F
- other teaching materials/resources available	A B C D E	A B C D E F
- resources available through other organisations (e.g. Scoutreach, Lone Guide, etc.)	A B C D E	A B C D E F
Observing H.S. teach and commenting on lesson	A B C D E	A B C D E F
General discussions with H.S. and family	A B C D E	A B C D E F
Assisting pupils with learning problems	A B C D E	A B C D E F
Teaching current units in P.C.S. courses	A B C D E	A B C D E F
Assessing pupils' standards and		
- advising H.S. on their level of performance	A B C D E	A B C D E F
- reporting on pupils to P.C.S.	A B C D E	A B C D E F
- diagnosing weaknesses and providing programs for correction and practice.	A B C D E	A B C D E F
- helping parents relate the child's everyday experiences to the P.C.S. course	A B C D E	A B C D E F
Other types of help (Please specify)		
_____	A B C D E	A B C D E F
_____	A B C D E	A B C D E F

If you have any suggestions for improving the sort of help given during Home Visits please write them here:

_____

_____

Section C:

This section seeks some general information and opinions about Home Visits by PCAP teachers.

1. How frequently do families need a visit from an Itinerant Teacher?

Once a month

Every two months

Three times a year

Twice a year

Once a year

When requested

Comment: _____

_____

2. How long do you think a Home Visit should last?

Half a day

A whole day

Two days

According to need

Comment: _____

_____

3. It is sometimes necessary for families to supply itinerant teachers with meals and accommodation. How satisfactory is this arrangement?

Very satisfactory

Reasonably satisfactory

Unsatisfactory

4. How concerned would you be if Home Visits were to be discontinued?

Greatly concerned

Moderately concerned

Not concerned at all

5. If the frequency of Home Visits is less than you would like, how highly would you value telephone contact between Itinerant Teacher and Home Supervisor in between visits

Very High

High

Moderate

Low

We have no telephone

N.B. If you have any further comments you would like to offer about the Itinerant Teacher Service, please attach a statement.

Please indicate your position in the correspondence family:

Parent/Guardian Governess/Tutor

How long have you been a Home Supervisor?

Less than 1 year 1 - 3 years More than 3 years

Number of pupils supervised

Age(s) of pupil(s) supervised years

Name of Home Supervisor _____* Date _____

*Please leave this if you prefer to do so.

BEST COPY AVAILABLE

The "windmill" symbol has been used by the Victorian Country Education Project as its logo since 1978.